

## LITERACY DEVELOPMENT RESOURCES <sup>1</sup>

### EVIDENCE SOURCES

#### **Common Core State Standards: English Language Arts/Literacy (5-9)**

<http://www.corestandards.org/ELA-Literacy/>

*These standards define what students should understand and be able to do in their study of English language arts and literacy. The standards break literacy skills down into the areas of reading, writing, language (i.e., grammar and usage) and speaking/listening. They also outline literacy skills in history, social studies, science and technical subjects.*

#### **Developing Early Literacy: Report of the National Early Literacy Panel, A Scientific Synthesis of Early Literacy Development and Implications for Intervention (0-6)**

<https://www.nichd.nih.gov/publications/pubs/documents/NELPSummary.pdf> (executive summary)

<http://lincs.ed.gov/publications/pdf/NELPReport09.pdf> (full report)

*These publications present the methodology, findings and impact of various interventions and instructional programs on young children's early literacy skills.*

#### **Different Tales: The Role of Gender in the Oral Narrative–Reading Link Among African American Children (4-5)**

<http://onlinelibrary.wiley.com/doi/10.1111/cdev.12803/abstract;jsessionid=8026804363F5627474D0969ACF2E1003.f02t01>

*Evidence suggests that oral narrative skills are a linguistic strength for African American children, yet few studies have examined how these skills are associated with reading for African American boys and girls. This study examined how preschool oral narrative skills predict reading from first through sixth grades and explores differences by gender. Findings indicate that although girls demonstrated stronger narrative skills, their narrative skills did not moderate change in reading. For boys, narrative skills moderated change in reading over time such that as preschool narrative skills increased, their reading scores showed greater change over time. Educational implications and directions for future research are discussed.*

#### **Early Literacy: Policy and Practice in the Preschool Years (3-5)**

<http://nieer.org/policy-issue/policy-brief-early-literacy-policy-and-practice-in-the-preschool-years>

*This fact sheet summarizes current knowledge and policy recommendations in the field of early literacy. It also presents an overview of five issues related to early childhood programs and how they can support early literacy development. (Note: This is a synopsis of the policy brief "Early Literacy: Policy and Practice in the Preschool Years.")*

#### **Early Reading Proficiency in the United States (0-9)**

<http://www.aecf.org/resources/early-reading-proficiency-in-the-united-states/>

*Proficient 4th-grade readers are more likely to be high school graduates and be economically successful adults. Although reading proficiency rates have improved over the past decade, large disparities still exist. This KIDS COUNT Data Snapshot outlines those disparities and recommendations to overcome them.*

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<sup>1</sup> This collection was compiled and annotated by [Camille Catlett](#) for the Vermont Agency of Education and funded by the Vermont Race to the Top Early Learning Challenge Grant. It is current as of September 2017. **Highlighted resources are available in English and Spanish.**

### **Effects of Reading to Infants and Toddlers on Their Early Language Development (0-3)**

[http://earlyliteracylearning.org/cellreviews/cellreviews\\_v5\\_n4.pdf](http://earlyliteracylearning.org/cellreviews/cellreviews_v5_n4.pdf)

*This paper presents the findings of a meta-analysis of six intervention studies about the effects of reading to infants and toddlers. Findings suggested positive effects on children's language and favored earlier and longer interventions.*

### **Learning to Read and Write: Developmentally Appropriate Practices for Young Children (0-8)**

<http://www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF>

*This joint position statement by NAEYC and the International Reading Association presents the current issues and reviews the research on early literacy development. It concludes with recommendations for teaching practices and policies.*

### **Leveled Literacy Intervention (LLI) (5-9)**

[https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/679?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/679?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)

*The What Works Clearinghouse recently reviewed the body of research on LLI and its impacts on the reading achievement of readers in grades K–3. The results are summarized in this report. The report shows that LLI has 1) positive impacts on general reading achievement; 2) potentially positive impacts on reading fluency; and 3) no discernible effects on alphabets.*

### **Literacy Development in the Preschool Years (3-5)**

<https://www.literacyworldwide.org/docs/default-source/where-we-stand/literacy-development-preschool-position-statement.pdf?sfvrsn=6>

*This position statement from the International Reading Association explains the importance of literacy-based instruction in preschool programs and teacher quality. It concludes with recommendations.*

### **Seven Research-Based Ways that Families Promote Early Literacy (0-9)**

<https://globalfrp.org/Media/Files/Seven-Research-Based-Ways-That-Families-Promote-Early-Literacy>

*This review outlines seven practices that research shows families use to effectively promote early literacy. Woven through each of the seven research-supported practices are examples of how early-childhood programs, libraries, and other community-based organizations are empowering families and providing them access to knowledge, skills, experiences, and resources to support their children's literacy development. An infographic illustrating the practices is available in English at*

[https://globalfrp.org/content/download/164/1131/file/SevenResearchBasedWaysFamiliesPromoteLiteracyPDF%20\(1\).pdf](https://globalfrp.org/content/download/164/1131/file/SevenResearchBasedWaysFamiliesPromoteLiteracyPDF%20(1).pdf) and in *Spanish at* [https://globalfrp.org/content/download/195/1346/file/SPANISH.SevenResearchBasedWaysFamiliesPromoteLiteracyPDF%20\(4\).pdf](https://globalfrp.org/content/download/195/1346/file/SPANISH.SevenResearchBasedWaysFamiliesPromoteLiteracyPDF%20(4).pdf)

### **Storytelling Skills Support Early Literacy for African American Children (3-5)**

<http://fpg.unc.edu/news/storytelling-skills-support-early-literacy-african-american-children>

*Early narrative skills are tied to kindergarten literacy among young African American children, according to research. The study is the first to demonstrate the connection between African American preschoolers' storytelling abilities and the development of their early reading skills.*

### **Supporting Parent and Caregiver Involvement in Early Literacy Practices with Young Children from Diverse Backgrounds and Abilities (3-5)**

[http://depts.washington.edu/hscenter/sites/default/files/01\\_15m\\_inclusion\\_inservice/08\\_family\\_literacy/documents/family\\_literacy\\_research\\_brief.pdf](http://depts.washington.edu/hscenter/sites/default/files/01_15m_inclusion_inservice/08_family_literacy/documents/family_literacy_research_brief.pdf)

*This research brief presents a review of six studies on early literacy practices that support parent involvement and discusses implications for practice.*

### Teaching English Language Learners: What the Research Does and Does Not Say (0-9)

<http://www.aft.org/pdfs/americaneducator/summer2008/goldenberg.pdf>

*This article discusses the main findings from two major reviews of the research on educating ELLs. Apart from presenting what the research does say, this article also talks about what the research does not yet say.*

### What Works for Third Grade Reading (0-9)

[https://buildthefoundation.org/wp-content/uploads/2017/08/Overview-of-Pathways-Research-Briefs-and-Guidance\\_Final.pdf](https://buildthefoundation.org/wp-content/uploads/2017/08/Overview-of-Pathways-Research-Briefs-and-Guidance_Final.pdf)

*This resource is a compilation of evidence- and research-based policy, practice, program and capacity-building options that can move the needle on the major factors that impact children's reading proficiency at third grade. There are working papers in four topics. Each working paper details why the Pathways measure matters for third-grade reading, outlines how it is connected to the other Pathways Measures of Success, defines relevant terms and offers national research-based options that can impact the measure, including policies (federal, state legislative, state departmental, and local), practices (protocols to implement policies, some which might be driving good outcomes, and some which might be obstacles to improving outcomes), and programs and capacities (provider capacity, parent capacity, public understanding and will-building, and array of quality programs to move the measures).*

### A Window to the World: Early Language and Literacy Development (0-3)

<https://www.zerotothree.org/document/462>

*This policy brief offers recommendations for policy on supporting emergent literacy development as well as the research explaining the importance of early experiences, family involvement and early childhood professionals.*

## PRINT SOURCES

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### Anhelos y Logros [Aspirations and Achievements] (5-9)

[https://ncela.ed.gov/files/uploads/22/Anhelos\\_y\\_Logros.pdf](https://ncela.ed.gov/files/uploads/22/Anhelos_y_Logros.pdf)

*This is a Spanish-language publication aimed at parents of dual language K-3 grade children that supports a family role as partners and advocates in education; this includes information about learning goals for each grade, how to establish study habits at home and how to collaborate to boost learning and achievement.*

### The Book Matters! Choosing Complex Narrative Texts to Support Literary Discussion (5-8)

<https://www.naeyc.org/resources/pubs/yc/sep2015/book-matters>

*The authors outline characteristics of high-quality narrative children's literature to guide teachers' selections of texts. For each characteristic, they begin with a definition and explanation, followed by an exemplar text. The exemplar texts include all of the characteristics of quality narrative literature. They present online and print resources to help teachers find and select complex children's literature.*

### Can a Child Who Starts Kindergarten with Few Reading or Math Skills Catch Up? (5-7)

<http://www.latimes.com/local/california/la-me-ln-kindergarten-expectations-adv-snap-20161109-story.html>

*This article shares the successful journey of one dual language learner and the effective instructional practices that supported her. The article is available in Spanish at <http://www.hoylosangeles.com/latimesespanol/hoyla-puede-ponerse-al-dia-un-nino-que-empieza-el-kinder-con-poca-destreza-de-lectura-o-matematicas-20161212-story.html>*

### Creating Print Rich Learning Centers (3-6)

[http://www.smartbeginningsse.org/wp-content/uploads/2016/03/creating\\_print\\_rich\\_centers.pdf](http://www.smartbeginningsse.org/wp-content/uploads/2016/03/creating_print_rich_centers.pdf)

*Authors Juli Pool and Deb Carter highlight ways teachers can provide print-rich preschool environments to encourage children with a range of literacy skills.*

**An Early Childhood Practitioner's Guide: Developmentally Appropriate Literacy Practices for Preschool-Age Children (3-5)**

[https://www.nysut.org/~media/files/nysut/resources/2008/april/educators-voice-1-early-literacy/educatorsvoice\\_080404\\_ch1.pdf?la=en](https://www.nysut.org/~media/files/nysut/resources/2008/april/educators-voice-1-early-literacy/educatorsvoice_080404_ch1.pdf?la=en)

*In her discussion of user-friendly and developmentally appropriate literacy strategies for the early childhood teacher, the author provides a short review of best practices in literacy for young children and a list of developmentally appropriate, research-based literacy instruction strategies for the preschool teacher.*

**Engaging Children with Print (0-9)**

<https://earlychildhood.ehe.osu.edu/files/2016/04/Engaging-Children-with-Print-Building-Early-Literacy-Skills.pdf>

*This book was written to provide the public with materials generated through several federally funded research studies investigating ways to increase the emergent literacy skills of young children.*

**Evidence on Tips for Supporting Reading Skills at Home (5-9)**

[https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc\\_fr\\_tips\\_summary\\_022118.pdf?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term](https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_fr_tips_summary_022118.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)

*This 6-page document summarizes the research evidence that supports the approaches included in the practice guide of recommendations for teaching foundational reading skills to children in kindergarten through 3<sup>rd</sup> grade ([https://ies.ed.gov/ncee/wwc/PracticeGuide/21?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term](https://ies.ed.gov/ncee/wwc/PracticeGuide/21?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)).*

**An Exploration of Instructional Practices that Foster Language Development and Comprehension: Evidence from Prekindergarten through Grade 3 in Title I Schools (3-9)**

<https://ies.ed.gov/ncee/pubs/20174024/pdf/20174024.pdf>

*This publication identifies practices beyond evidence-based instruction that can improve student outcomes in large-scale reading programs. Practices measured include engaging students in defining new words, making connections between students' prior knowledge and the texts they read, promoting higher-order thinking, and focusing instruction on the meaning of texts.*

**Many Languages, One Teacher: Supporting Language and Literacy Development for Preschool Dual Language Learners (3-5)**

[https://www.mbaea.org/media/documents/Young\\_Children\\_March\\_2013\\_DLL\\_1436AC1230826.pdf](https://www.mbaea.org/media/documents/Young_Children_March_2013_DLL_1436AC1230826.pdf)

*This article highlights effective strategies for monolingual English-speaking teachers to use to promote language and literacy growth for dual language learners, with emphasis on continued growth in the home language.*

**The National Reading Panel: Five Components of Reading Instruction Frequently Asked Questions (0-9)**

[http://www.learninglandscape.com/National\\_Reading\\_Panel\\_Reading\\_Instruction\\_FAQ.pdf](http://www.learninglandscape.com/National_Reading_Panel_Reading_Instruction_FAQ.pdf)

*This article provides clear responses to commonly asked questions, ranging from "what is a phoneme?" and "what is phonics?" to "what role does vocabulary play in learning to read?"*

**Phonological Awareness is Child's Play! (3-9)**

[http://teachingcommons.cdl.edu/tk/modules\\_teachers/documents/PhonologicalAwarenessIsChildsPlay.pdf](http://teachingcommons.cdl.edu/tk/modules_teachers/documents/PhonologicalAwarenessIsChildsPlay.pdf)

*This paper explains the importance of phonological awareness in reading development and describes useful and practical ways in which teachers can support children's phonological awareness development. Attention is paid to how English and Spanish phonemes vary, and the implications for supporting each young reader.*

### **Play's Potential in Early Literacy Development (3-6)**

<http://www.child-encyclopedia.com/pages/PDF/Christie-RoskosANGxp.pdf>

*This article by Christie and Roskos summarizes what we currently know about two basic relationships: 1) the relationship between play processes (language, pretense, narrative development) and early literacy skills; and 2) relationships between the play environment – both physical and social – and early literacy activity and skills.*

### **Preschool Teachers' Language and Literacy Practices with Dual Language Learners (3-6)**

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5033239/>

*The purposes of this study were to (a) examine the degree to which teachers used linguistically responsive practices to support the language and literacy development of Spanish-speaking Dual Language Learners (DLL) and (b) to investigate the associations between these practices and select teacher-level factors. Results indicated that teachers, including those who spoke Spanish, used few linguistically responsive practices to support preschool DLLs. Implications are discussed.*

### **Preventing Reading Difficulties in Young Children (3-9)**

[http://www.nap.edu/catalog.php?record\\_id=6023](http://www.nap.edu/catalog.php?record_id=6023)

*This book examines factors related to reading problems and describes literacy development from birth through the primary grades. It also has recommendations for research and practice and implications for educators, parents, and policymakers.*

### **Put Reading First: The Research Building Blocks for Teaching Children to Read**

<https://www1.nichd.nih.gov/publications/pubs/Documents/PRFbooklet.pdf>

*This 58-page teacher's guide provides a framework for using the findings of the National Reading Panel in the classroom. It describes the Panel's findings and provides analysis and discussion in five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Each section also suggests implications for classroom instruction with examples of how the findings can be implemented. A companion 8-page brochure for families is also available at <https://www1.nichd.nih.gov/publications/pubs/documents/PRFbrochure.pdf>*

### **Reading Instruction in Kindergarten: Little to Gain and Much to Lose (5-6)**

[https://deyproject.files.wordpress.com/2015/01/readinginkindergarten\\_online-1.pdf](https://deyproject.files.wordpress.com/2015/01/readinginkindergarten_online-1.pdf)

*This article thoughtfully presents evidence to promote consideration of whether literacy instruction in kindergarten is developmentally appropriate -- or not.*

### **Reading Your Way to a Culturally Responsive Classroom (4-9)**

<https://www.naeyc.org/resources/pubs/yc/may2016/culturally-responsive-classroom>

*This article highlights ways early childhood educators can use race-related teaching practices to address race/racism while supporting literacy development. It also suggests ways teachers can use children's literature to welcome discussion.*

### **Scaffolding with Storybooks: A Guide for Enhancing Young Children's Language and Literacy Achievement (2-9)**

<https://earlychildhood.ehe.osu.edu/files/2016/04/Scaffolding-with-Storybooks.pdf>

*If you'd like some clear, evidence-based ideas about how to use children's books to support language and literacy development, look no further. This book is an essential guide for those who understand that interactive book reading is an important context for helping children learn and develop. The activities and approaches we present are applicable to children from toddlerhood through first grade and also may be used to support the reading development of children who are in the early elementary grades and for whom reading is not arriving easily. The topics in this book are particularly relevant to professionals who work with children from early interventionists and pediatricians to nannies and family members. In addition to solid content this publication offers helpful ideas about individual books and how to use them to support any child's language and literacy trajectory.*



## AUDIOVISUAL SOURCES

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### **Science in the Preschool Classroom: Capitalizing on Children's Fascination with the Everyday World to Foster Language and Literacy Development (3-5)**

<http://www.mothernaturespreschool.ca/pdf/ScienceInThePreschoolClassroom.pdf>

*This article highlights opportunities within a science-based curriculum to support language and literacy development by capitalizing on the interests and problem solving of the children.*

### **Seven Research-Based Ways That Families Promote Early Literacy (0-9)**

<https://globalfrp.org/Media/Files/Seven-Research-Based-Ways-That-Families-Promote-Early-Literacy>

*This brief outlines seven practices that research shows families use to effectively promote early literacy. Woven through each of the seven research-supported practices are examples of how early-childhood programs, libraries, and other community-based organizations are empowering families and providing them access to knowledge, skills, experiences, and resources to support their children's literacy development. The brief includes examples of programs that raise awareness about early literacy and a tool that those serving young children can use to reflect on their work with families.*

### **Starting Out Right: A Guide to Promoting Children's Reading Success (0-9)**

[http://www.nap.edu/catalog.php?record\\_id=6014](http://www.nap.edu/catalog.php?record_id=6014)

*Targeted at educators, policy makers, and family members, this book contains practical suggestions, program descriptions, and strategies to support the language and literacy development of young children from birth through third grade.*

### **Storybook Reading for Young Dual Language Learners (3-6)**

<https://issuu.com/ukuleledaddy/docs/gillandersononline>

*This article explains the importance of storybook reading for dual language learners and offers strategies for implementing these in the classroom. An example of a storybook reading lesson plan is provided at the end.*

### **Tips for Supporting Reading Skills at Home (5-9)**

[https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc\\_fr\\_tips\\_022118.pdf?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term](https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_fr_tips_022118.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)

*This is a six-page set of tips for parents and caregivers to help them carry out the recommended strategies in the practice guide of recommendations for teaching foundational reading skills to children in kindergarten through 3<sup>rd</sup> grade*

*([https://ies.ed.gov/ncee/wwc/PracticeGuide/21?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term](https://ies.ed.gov/ncee/wwc/PracticeGuide/21?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)).*

### **Understanding Literacy Practices in Culturally and Linguistically Diverse Children's Homes (3-9)**

<http://education.jhu.edu/PD/newhorizons/Journals/Fall2010/Chu-Wu>

*Differences in home literacy environments influence the development of children's listening, speaking, reading, and writing. This article explores some of those differences, along with strategies for addressing the discontinuity that may occur between home and classroom teaching approaches.*

### **Using Read-Alouds with Critical Literacy Literature in K-3 Classrooms (5-9)**

<http://www.readingrockets.org/article/using-read-alouds-critical-literacy-literature-k-3-classrooms>

*This article explains the rationale for read-alouds in critical literacy literature and describes the steps for conducting a read-aloud experience for young children.*

### **Why Reading Matters and What to Do About It (0-9)**

<http://www.wral.com/business/document/16517596/>

*By 2020, economists predict a shortfall of 5 million workers with postsecondary education and training. The reason, according to research shared in this report, is linked to literacy: in national assessments, only 1 in 3 fourth and eighth grade students are proficient in reading. This report shares what they have found and what they believe needs to be done.*

### **Adapting Literacy Learning Practices for Young Children with Disabilities (0-5)**

[http://www.earlyliteracylearning.org/ppts/OSEP\\_National\\_EC\\_Conf\\_Dec\\_08.pps](http://www.earlyliteracylearning.org/ppts/OSEP_National_EC_Conf_Dec_08.pps)

*Developed by the CELL, this PowerPoint presentation provides suggestions for literacy activities for young children with disabilities that educators and families can use.*

### **Aurelius Reading at Naptime (3-5)**

[http://www.cde.state.co.us/resultsmatter/RMVideoSeries\\_UsingTechnology.htm#top](http://www.cde.state.co.us/resultsmatter/RMVideoSeries_UsingTechnology.htm#top)

*In this video clip, a preschool teacher demonstrates how she uses digital video and other technologies to document and assess a child's skills and to share it with his family.*

### **Building Language Through Thematic Learning (3-5)**

<https://www.teachingchannel.org/videos/dual-language-programs>

*This clip models theme-based approaches to supporting young dual language learners to learn about community partners.*

### **CONNECT Module 6: Dialogic Reading Practices (3-6)**

<http://community.fpg.unc.edu/connect-modules/learners/module-6>

*The module describes effective dialogic reading practices for use with young children in early care and education settings. Downloadable video clips demonstrate the components of a decision-making process to help determine whether dialogic reading will be beneficial for enhancing the language and literacy skills of young children in a particular context.*

### **Developing Literacy Skills With Dual Language Learners (3-5)**

<https://www.teachingchannel.org/videos/dual-language-learners-literacy-skills>

*Carmen Ngan builds her students' expressive and receptive language skills through reading, writing, and speaking. Notice how she grows her students' vocabularies and helps them develop their spoken and written language.*

### **Effective Literacy Practices Video Library (5-9)**

<https://readingrecovery.org/professional-learning/effective-literacy-practices-video-library/>

*This video library offers extensive examples to help educators strengthen early literacy outcomes for K-3 students. Six effective literacy practices are highlighted, each of which may be incorporated into teaching in the classroom, small groups, and one-on-one instruction. A downloadable reference guide comes with each video.*

### **Five Predictors of Early Literacy (3-5) <https://www.youtube.com/watch?v=HqImgAd3vyg>**

*This e-clip discusses the five predictors of early literacy and how teachers can use teachable moments to advance children's reading. The webpage also contains discussion questions, recommended readings, and additional web resources.*

### **Frontloading for English Language Learners (3-5)**

<https://www.teachingchannel.org/videos/vocabulary-english-language-learners>

*Watch this clip to see the different ways in which the teacher supports vocabulary development, engages children in a read-aloud and incorporates movement to facilitate learning.*

**The Home Language, Alphabetic Knowledge & Concepts about Print—in Action! (3-5)**

[https://www.linkedin.com/pulse/video-snapshot-home-language-alphabetic-knowledge-concepts-durbin?trk=hb\\_ntf\\_MEGAPHONE\\_ARTICLE\\_POST](https://www.linkedin.com/pulse/video-snapshot-home-language-alphabetic-knowledge-concepts-durbin?trk=hb_ntf_MEGAPHONE_ARTICLE_POST)

*In this video, we see a young girl at the easel. She talks freely with her teacher, who gladly writes this child's words in her home language, Spanish, and in English. Additional written commentary by Linda Espinosa shares why this is an example reflects what a teacher can do to both **validate and attach meaning to the home language** within the school setting.*

**Interests Lead to Learning [http://www.earlyliteracylearning.org/interests\\_lead\\_to\\_learn.php](http://www.earlyliteracylearning.org/interests_lead_to_learn.php) (0-5)**

*This clip emphasizes the importance of using children's interests, both personal and situational, to support their learning.*

**Kindergarten Word Wall: Developing Print Awareness and Word Recognition (4-6)**

<https://www.youtube.com/watch?v=eXc6XE77nZ4&list=PLB719C1310D420123&index=19>

*This clip shows how to build print awareness and word recognition by creating a meaningful word wall that includes names of children at their level.*

**Language and Literacy Ideas for Teachers (3-5) <http://view.vzaar.com/5149066/download>**

*This video highlights ways to teach preschoolers language and literacy concepts using nature and play.*

**Literacy Rich Environments (0-5) <https://www.youtube.com/watch?v=E3UWyDVcAE4>**

*This Early Literacy Quick Clip highlights the importance of children seeing print in their everyday environments.*

**Making It Easy to Learn (5-9) <https://readingrecovery.org/professional-learning/effective-literacy-practices-video-library/>**

*This video focuses on building on a child's strengths to set up situations in which the child is in control and will experience success while enjoying challenges within reach.*

**Making Room for Literacy (0-5) [http://www.earlyliteracylearning.org/make\\_room\\_for\\_lit.php](http://www.earlyliteracylearning.org/make_room_for_lit.php)**

*This video clip discusses ways of creating a home environment that is rich in early literacy learning experiences through the use of various materials and resources found in the home.*

**Pathways to Literacy (0-5) [http://www.earlyliteracylearning.org/pathways\\_to\\_literacy.php](http://www.earlyliteracylearning.org/pathways_to_literacy.php)**

*This video clip notes how literacy activities can be embedded within everyday activities.*

**Phrasing in Fluent Reading (5-9) <https://readingrecovery.org/professional-learning/effective-literacy-practices-video-library/>**

*This video focuses on exploring aspects of fluent reading and supporting phrasing in fluent reading.*

**Play Areas That Support Early Literacy (0-5) <https://www.youtube.com/watch?v=L-Bt8v46lm8>**

*This Early Literacy Quick Tip offers tips for creating spaces that promotes early literacy.*

**Reading Videos Sorted by Topic (5-9) <http://www.readingrockets.org/atoz/all/video>**

*Looking for videos to illustrate key literary topics or practices? You may find what you're looking for in this collection from Reading Rockets. Simply find the topic you're interested in, click and you're there!*



**Routine in a Program: Reading at Circle Time (3-6)** <http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-16>

*This downloadable clip from CONNECT Module 4 provides a great illustration of how one child's articulation goals can be effectively embedded in a small group storybook activity, with great results for all the children.*

**Selecting Texts That Are Just Right (5-9)** [https://readingrecovery.org/wp-content/uploads/2017/04/Selecting\\_Texts\\_That\\_Are\\_Just\\_Right.pdf](https://readingrecovery.org/wp-content/uploads/2017/04/Selecting_Texts_That_Are_Just_Right.pdf)

*Understanding the importance of selecting books that are just right for young readers, considerations for book selection, and the critical role of the book introduction in making books accessible and successful for the readers.*

**Teaching for Transfer: Strategic Activity (5-9)**

[https://readingrecovery.org/wp-content/uploads/2017/04/Teaching\\_for\\_Transfer.pdf](https://readingrecovery.org/wp-content/uploads/2017/04/Teaching_for_Transfer.pdf)

*This module focuses on exploring strategic activities initiated by children and actions teachers can take to encourage them.*

**Teach Children Music - Skipping a Beat & Developing Gross Motor Skills (3-5)**

<https://www.youtube.com/watch?v=9QxM9iarlTQ>

*This clip show children learning to distinguish beat and rhythm, and to skip a beat, capabilities that will help with the development of their language, literacy, and gross motor skills.*

**The Ugly Truth About Children's Books (0-9)** <https://www.youtube.com/watch?v=Z1Jbd4-fPOE>

*This brief video highlights the extent to which powerful and positive images of girls and women are missing from many children's books.*

**A Window to the World: Early Language and Literacy Development (0-3)**

<https://www.zerotothree.org/document/462>

*This policy brief offers recommendations for policy on supporting emergent literacy development as well as the research explaining the importance of early experiences, family involvement and early childhood professionals.*

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**ONLINE SOURCES**

**15 Minute In-Service Suites (3-6)** <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html>

*A useful resource for professional development, each of these in-services contain a short video and a set of supporting materials. A trainer version of each in-service is also available and contains the presentation slides, notes and learning activities. Look under the heading "Language Modeling and Conversations" to find suites on expansions, asking questions, engaging children in conversations, thick and thin, and more.*

**The A-Z of Adapting Books (4-9)**

<http://www.telability.org/handouts/Th%2520AtoZofAdaptingBooksFinalPPTminimizer1.pdf>

*This document lists helpful tips and methods for adapting books for students with disabilities.*

**Beyond the Word Gap: Multimedia Resources and Tools (0-3)**

<https://forourbabies.org/2014/10/zero-to-threes-beyond-the-word-gap-multimedia-resources-and-tools/>

*The "Word Gap" has come to symbolize the gulf that can separate very young children who have rich opportunities for positive early learning experiences from those who do not. ZERO TO THREE compiled these resources to will help families, professionals, and policymakers understand why and how to support early language and literacy.*

**Center for Early Literacy Learning (CELL) (0-5) <http://www.earlyliteracylearning.org/>**

*The goal of the Center for Early Literacy Learning (CELL) is to promote the adoption and use of evidence-based early literacy learning practices. The website has downloadable practice manuals, including manuals that address adaptations for children of diverse abilities, video clips, family resources, and other materials.*

**Classroom Strategies (5-9) <http://www.readingrockets.org/strategies/>**

*This collection provides teachers with effective, research-based classroom strategies to help build and strengthen literacy skills in print awareness, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. In addition to video and print examples, the website contains a chart of strategies to improve skills according to the various areas of literacy development. The chart also indicates when the strategy should be used, before, during, and/or after reading.*

**Cognate List: English and Spanish (5-9) <http://www.colorincolorado.org/guide/cognate-list-english-and-spanish>**

*Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30-40% of all words in English have a related word in Spanish. In English and Spanish, this site includes a guide with a helpful list of cognates in Spanish and English and a video illustrating how cognates can be used instructionally to support dual-language learners.*

**Colorín Colorado! (0-9) <http://www.colorincolorado.org/>**

*This is a bilingual site for families and educators of English language learners, featuring articles, videos, and resources.*

**CONNECT Module 6: Dialogic Reading Practices (3-6) <http://community.fpg.unc.edu/connect-modules/learners/module-6>**

*The module describes effective dialogic reading practices for use with young children in early care and education settings. Research syntheses, handouts, activities, and videos demonstrate the components of a decision-making process to help determine whether dialogic reading will be beneficial for enhancing the skills of young children in a particular context.*

**Disability Awareness Through Language Arts and Literacy: Resources for PreK and Elementary School (3-9)**

**<http://www.fddc.org/sites/default/files/file/publications/7%202%2012%20disability%20guide%20PDF%20final.pdf>**

*This resource guide explains the importance of disability awareness and describes language arts and literacy activities that can be implemented in the classroom. It also contains a section on how children's literacy can be used to increase disability awareness and includes lesson plans from pre-K through Grade 5.*

**Early Beginnings: Early Literacy Knowledge and Instruction (0-5)**

**<http://lincs.ed.gov/publications/pdf/NELPEarlyBeginnings09.pdf>**

*This booklet is the first in a series that presents the NELP's core findings on early literacy development. This booklet provides an overview of literature about early literacy development and offers suggestions for literacy activities and creating a literacy-rich environment.*

### **Early Language and Literacy Series (0-5)**

[https://pdg.grads360.org/?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=#program/early-learning-language-and-literacy-series](https://pdg.grads360.org/?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=#program/early-learning-language-and-literacy-series)

*This series of professional development modules on early literacy learning is designed to support the work of early education initiatives across the fifty states and the territories to support the language and literacy development of young children. The two key objectives for the Early Learning Language and Literacy Series are: 1) to provide teachers with background information/research on early language and literacy; and 2) to provide evidence-based strategies to support the language and literacy development of young children. Each of the 14 webinar-based modules addresses a different topic and is a free-standing unit including a video, facilitation guide and resources*

### **English Language Arts/Literacy (5-9)**

<http://education.vermont.gov/student-learning/content-areas/language-arts>

*This site provides Vermont teachers, administrators, expanded learning providers, higher education faculty, parents and community members with a broad range of resources related to English language arts and literacy.*

### **Enjoying Language Together – Family Literacy**

<http://unesdoc.unesco.org/images/0017/001778/177842e.pdf> (3-5)

*This downloadable manual offers evidence-based practices and materials for supporting family literacy.*

### **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade**

[https://ies.ed.gov/ncee/wwc/PracticeGuide/21?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term](https://ies.ed.gov/ncee/wwc/PracticeGuide/21?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)

*This web-based practice guide provides four recommendations for teaching foundational reading skills to students in kindergarten through 3rd grade. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. This guide is geared towards teachers, administrators, and other educators who want to improve their students' foundational reading skills.*

### **Free Online Library of Picture Books for New Readers (3-6)** <http://www.UniteforLiteracy.com>

*Visit the Unite for Literacy website to gain access to 250 picture books, readable on smartphones and other connected devices, and specifically designed to delight early readers. The collection is targeted to children ages 3 to 6, though those as young as newborns (with enthusiastic parents) might enjoy them thoroughly. These digital books are also narrated by fluent native speakers in up to 37 languages (including English ... more on the way).*

### **Get Ready to Read (0-5)** <http://www.getreadytoread.org/>

*Designed to support early literacy development, this website contains information, screening tools, resources, activities, and materials for parents and educators, as well as online activities that support the development of early literacy skills.*

### **Reading 101: A Guide to Teaching Reading and Writing (5-9)**

<http://www.readingrockets.org/teaching/reading101-course/welcome-reading-101>

*Reading 101 is a self-paced professional development course for K-3 teachers, developed by Reading Rockets. The program provides teachers with an in-depth knowledge of reading and writing so they are prepared to guide their students into becoming skilled and enthusiastic readers and writers. Produced in collaboration with the Center for Effective Reading Instruction and The International Dyslexia Association, the eight course modules provide evidence-based practices that are effective for young children with and without disabilities. Module topics include print awareness, phonological and phonemic awareness, phonics, fluency, vocabulary, spelling, comprehension, writing, and assessment.*

### **Reading Aloud with Children of All Ages (0-8)**

<https://www.ucy.ac.cy/nursery/documents/ReadingAloud.pdf>

*This NAEYC compilation offers resources and ideas for young children in a variety of age groups.*

### **Reading Rockets (3-9) <http://www.readingrockets.org/>**

*Reading Rockets offers a rich library of classroom strategies, articles, and family tip sheets, FAQs, videos, research briefs and more— providing research-based and best-practice information for educators, parents, and others who work with young readers.*

### **Red Clover Book Award (5-9)**

[http://libraries.vermont.gov/services/children\\_and\\_teens/book\\_awards/red\\_clover](http://libraries.vermont.gov/services/children_and_teens/book_awards/red_clover)

*The Red Clover Book Award is designed for children in kindergarten through fourth grade. Each year since 1997, ten picture books have been nominated, then voted on by Vermont school children. This website has the 2016-2017 nominees, past award winners, and ideas for how to use the award-winning books to support literacy.*

### **Talk, Read, and Sing Together Every Day! Tip Sheets for Families, Caregivers & Early Learning Educators (0-5) <http://www.ed.gov/early-learning/talk-read-sing>**

*Made specifically for families, caregivers and early educators, these resources can help enrich a child's early language experiences by providing research-based tips for talking, reading, and singing with young children every day beginning from birth. All tip sheets are available in English and Spanish, and can be downloaded for free.*

### **Songs and Rhymes that Build Readers (0-5) <https://www.storyblocks.org/>**

*Songs that use movement or fingerplay, like The Itsy-Bitsy Spider, can be a great way to draw very young children to interact and follow a sequence. This site has videos of native speakers demonstrating interactive songs in English, French, Spanish, Amharic, Arabic, American Sign Language, Italian, Russian, and Viet.*

### **Storytelling Skills Support Early Literacy for African American Children (2-6)**

<http://fpg.unc.edu/node/7889>

*Although children's early language skills have been found to predict literacy outcomes, little is known about the role of preschool oral narrative skills in the pathway between language and emergent literacy or how these associations differ by race/ethnicity and socioeconomic status. The current study uses the Early Childhood Longitudinal Study to explore how language at age 2 is associated with narrative skills at age 4 and emergent literacy outcomes at age 5 for a nationally representative sample of children. Findings demonstrate that early language is associated with narrative skills for most children. Oral narrative skills were found to mediate the pathway between early language and kindergarten emergent literacy for poor and nonpoor African American children.*

### **Understanding Literacy Practices in Culturally and Linguistically Diverse Children's Homes (3-9)**

<http://jhepp.library.jhu.edu/ojs/index.php/newhorizons/article/view/51/49>

*The article discusses the relation between home literacy and learning outcomes for young children who are culturally and linguistically diverse. It also shares best practices for promoting this population's literacy development, specifically focused on the importance of cultural competence.*

### **Vermont Center for the Book <http://www.mothergooseprograms.org/> (0-9)**

*This Center disseminates a wide variety of its Mother Goose Programs™ to increase children's knowledge, school readiness, success and self-esteem by building the knowledge, skills and confidence of parents, librarians and educators. These professional development programs provide adults with picture books, guides, materials and training, transforming reading with children into multidimensional and powerful learning experiences.*

**Vermont Early Literacy Initiative (VELI) (0-9)**

[http://libraries.vermont.gov/services/children\\_and\\_teens/VELI](http://libraries.vermont.gov/services/children_and_teens/VELI)

*The Vermont Early Literacy Initiative (VELI) supports the development of early literacy skills and school readiness by providing training and resources to public librarians working with young children and their parents and caregivers. The VELI website has a variety of tools and resources for supporting/promoting early literacy.*